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ABSTRACT

Because of a concern by the Alaska State Department of Education that results from the American College Test (ACT) and the Scholastic Aptitude Test (SAT) are not being used to their fullest advantage to improve secondary instruction, the use of these assessment results by other states was studied. A two-page survey and request for copies of state reports including SAT and ACT performance were sent to each state department of education. Responses were returned by 47 states and Puerto Rico. Thirty-one received the national ACT report, and 33 received an ACT report for their states. Forty-four received a national SAT report, and 43 received the SAT report for their states. Most states reported this information to the public, and most included information for multiple years. In general, results were not used for planning or for program development. States usually rely on the local school or district to use the information in local planning and goal setting. Examination of survey responses suggests that the most useful information about these assessments reported to the general public includes the number of students taking college entrance examinations and the number completing core courses, as well as demographic information, aggregated average ACT and SAT performance, and an analysis for each school and district that shows score patterns over the past 5 years. Seven charts contain study findings, and the study questionnaire is included. (SLD)

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**NATIONAL STUDY
OF
ACT AND SAT USE BY STATE DEPARTMENTS OF EDUCATION**

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A report of the findings of a national survey of ACT and SAT use by State Departments of Education conducted by Alaska Educational Resources under contract to the Alaska State Department of Education. This paper was prepared for presentation the at the American Educational Research Association Convention in Atlanta, GA, April 12-16, 1993. Copies of the complete report are available from Ray Fenton, Assessment and Evaluation, Anchorage School District, 4600 DeBarr, Anchorage, AK, 99519.

National Study of ACT/SAT Use By State Departments of Education

Introduction

The American College Testing Program (ACT) battery of tests and College Entrance Examination Board's Scholastic Aptitude Test (SAT) are taken by nearly two million students each year. The tests are designed to provide a status report on the educational development of students, information on educational attainment, student placement, and baseline data for institutional research and the prediction of student academic performance in college.

ACT and SAT tests are taken by many students who contemplate going on to college after high school. Some colleges require ACT or SAT test scores for admission. College entry requirements differ from state to state resulting in one or the other of the tests being more popular in various states.

The tests differ in content and number of subtests reported. The ACT has twelve subtests divided into four major areas: English, mathematics, reading, and science reasoning. The SAT has verbal and mathematical sections. Both ACT and SAT prepare summary reports for states and school districts as well as reports of individual student performance for colleges and universities. Annual national summary reports are released to the press by the respective testing entities. The United States Department of Education annually prepares the Wall Chart which ranks states on ACT and SAT performance.

This study grew out of a concern by the Alaska Department of Education that ACT and SAT test results were not being used to their fullest advantage to improve instruction. It was decided to examine the use made of the ACT and SAT test results by other State Departments of Education to determine how the results might be best used in Alaska. It was hoped that the study would discover an effective method of utilizing ACT and SAT information to improve secondary instruction.

Method

Alaska Educational Resources developed a two page survey for State Departments of Education. The survey asked what information the state department of education received from the test publishers and what was

done with that information in terms of preparing public reports, planning educational improvement, and monitoring the performance of local schools and school districts.

The survey and a request for copies of state reports including ACT or SAT performance were sent to the head of each state department of education. A copy of that request accompanied by a second copy of the survey was sent to the head of the research or evaluation department at each state department of education. Surveys were mailed in early March, 1991 with a request for return by April 15, 1991. A second mailing was made in May to those states which had not responded to the initial mailing. A final telephone request was made to those states which had not responded by the end of June.

Responses were returned by 47 states and Puerto Rico. Some of the states also provided copies of press releases and reports. The survey information was entered into the Filemaker database and a summary analysis was prepared using the Statistical Package for the Social Sciences (SPSS-X). Reports from state department of education were reviewed for content and utilization of ACT/SAT statistics.

Findings

All 47 of the states reported that they received either the ACT or the SAT national reports of performance. Thirty-one received the ACT national report and 33 received an ACT report of students tested from their state. Forty-four received the SAT national report and 43 the SAT performance of the students from their state. Twenty-nine reported that they received both the ACT and SAT national reports and 28 reported receipt of state reports from both ACT and SAT.

Information Received on College Entrance Examinations Respondents (N) = 48

N	%		N	%	
32	66	ACT National Report	44	91	SAT National Report
33	68	ACT State Report	43	89	SAT State Report
4	9	ACT Report by LEA	3	6	SAT Report by LEA
4	9	ACT Report by School	4	9	SAT Report by School
2	4	ACT data by student	2	4	SAT data by student
7	14	ACT data tapes/discs	11	22	SAT data tapes/discs
10	20	ACT special reports	8	16	SAT special reports

Few of the states purchased additional information on the SAT or ACT performance of their students. Less than 11% of those responding ordered ACT or SAT reports by local education agency, school, or student. Information on magnetic tape or disk was purchased from American College Testing by 7 states and The College Board by 11 states. Ten states reported that they ordered special reports from ACT and 8 that they ordered special reports of the SAT.

Most of the states, 39, make some report of ACT/SAT scores to the public. Thirty five provide information on college entrance examinations to their state legislatures. Most of what is reported comes directly from the national and state reports prepared by the American College Testing Program or The College Board. The most common information reported is the average aggregated performance on the examinations for college bound seniors.

Most state reports include information for multiple years, comparisons with the national average performance, and information on the percentage of graduates who take college entry examinations. Many of the reports also include information on the demographics of test takers including gender and ethnic group membership. A few of the reports examine the performance in terms of the high school program completed by students. Two of the reports include information on the academic performance of test takers during their first year at college at in-state schools.

In general, the State Departments of Education do not use ACT/SAT information for planning or for program development. Only 20% of the respondents indicated any specific use for planning. Sixty eight percent reported no use of ACT/SAT information for either planning or program development.

Those states which did report that ACT/SAT results were used for planning or program development generally reported that the use was informal. Some indicated specific use was made of scores by individual local educational agencies [LEAs] and schools to plan and develop inservices. The most active of the states reported that they had state level goals to improve the quality of academic preparation for students who planned to go to college and to increase the number of students who go on to college.

Eleven of the states reported that they used ACT/SAT performance information in their efforts to improve instruction. Twelve reported that the ACT/SAT scores were used at the local education agency level and 8 reported that they were used at the individual school level. Some of the

states reported that their programs had been successful in increasing the number of students who were taking college entrance examinations. None of the states were able to report that their efforts had resulted in increased ACT/SAT performance on the part of test takers.

Some of the respondents commented that the improvement of instruction was the primary responsibility of the local school or local education agency while the role of the state was to set goals and enforce regulations which assured educational quality. The majority of the state departments of education reported that they required local education agencies or schools to set goals and to report their performance each year. Thirty of the 48 respondents, 62% of the states, established goals and required annual progress reports.

Information Local Education Agencies Generally Report
Respondents (N) = 48

<u>Information</u>	<u>Number</u>	<u>Percent</u>
-average grades in specific courses	3	6%
-student attitude/climate	6	13%
-staff absences	9	19%
-age in grade distributions	10	20%
-staff turnover	13	27%
-community demographics	19	39%
-results of LEA CRT tests	19	39%
-students in advanced programs	25	52%
-students in remedial programs	25	52%
-results of ACT/SAT performance	26	53%
-students in bilingual programs	27	56%
-enrollments in special programs	29	60%
-results of NRT performance	30	62%
-attendance rates	32	66%
-graduation rates	35	72%
-results of state assessment tests	38	81%
-dropout rates	39	82%

The most common information reported to states by local education agencies is the dropout rate, results of state assessment tests and the graduation rate. These are followed by attendance rate, information on norm referenced test results, and enrollments in special programs. ACT/SAT performance information was identified by more than half of the responding states as part of the information commonly reported.

Conclusions

All 47 of the state departments of education which responded to the survey receive national or state performance information on college entry examinations. Most receive information on both national and state performance, most receive both ACT and SAT information.

Only a few of the states prepare their own special reports or order special analysis from American College Testing or The College Board. Only one in 5 of the state departments of education report that they receive ACT or SAT data on magnetic medium which would provide them with the opportunity to do analytical studies of performance. The special reports received by some states focus on issues such as performance of LEAs or scores of minority or disadvantaged students.

Most of the state departments of education make use of aggregated national and state information in reports prepared by the state department on the status of education. Many issue press releases, special reports of ACT/SAT performance, or some other form of report designed to provide information for the for the general public. Some include ACT/SAT performance in special reports to the legislature or governor on the status of education.

Only a few of the states report any use of ACT/SAT information in the educational improvement process. Those states which do report the use of ACT/SAT information generally place their reliance on the local school or school district to make use of ACT or SAT information in local planning and goal setting. Few of the states have goals that relate activities on the part of their state department of education to improvement on the college aptitude exams. This small number of states focuses on staff development and the provision of training for local schools to encourage teachers to improve instruction, districts to offer more advanced courses, and students to take more college preparatory classes.

States make use of SAT/ACT scores in three general ways. The first and minimal use is to purchase the national and state reports from American College Testing and The College Board and then publicize this information with state decision makers, the public, and the press. The second and middle course of action is to require that individual schools and local education agencies receive SAT/ACT reports and incorporate that information into school or LEA report cards. The third and most aggressive course is to set state goals for increases in the number of students taking

college entrance examinations, improvement of college preparatory programs, or test scores.

The preparation of state reports and press releases based on the national and state reports prepared by The College Board and American College Testing is important and helpful because the state-issued reports often focus on issues important to the state such as the number of minority students who are taking college entrance examinations and the ranges of scores within the college bound student population. The state reports also provide an opportunity to discuss the limitations of the SAT and ACT scores as a single indicator of state performance and the importance of other information such as graduation rates, attendance rates, dropout rates, and the aspirations of students. Some states enhance these summary reports by including SAT/ACT scores for local districts and through an analysis of the results in terms of the number of secondary students who are participating in various types of secondary programs.

State departments of education and legislatures attempt to assure that local schools consider the importance of their programs to the success of college bound students through the requirement that SAT/ACT performance be included in school and school district report cards. In some states, this goes so far as to require that the local secondary schools report to parents the average performance of their school on SAT/ACT. Some states support required local reporting through the preparation of summary reports for schools and LEAs based on information provided by The College Board or the American College Testing program.

Setting state goals for SAT/ACT performance in terms of the number of students tested, the ethnic mix of students tested, and the performance of students tested is a recent occurrence. In the states where it has happened, the state department of education or legislature has perceived a need for change because SAT/ACT performance is low, fewer than the desired number of students are taking college preparatory programs, or there are historical differences in the proportions of minority students who have been going on to college. These states have made a substantial commitment to improving college preparatory programs through encouraging schools to offer enhanced curriculum with more advanced courses and specialized training for high school teachers and school administrators. SAT/ACT performance reports become one of the primary tools in assessing success in meeting goals.

Examination of state reports suggests that the most useful information reported to the general public falls into the following categories. The best

reports focus on the desire to increase the quality of college preparation programs and student opportunities for further education.

- the number of students electing to take college entrance examinations.
- the number of tested students who completed a "core" of college preparatory courses.
- demographic information on test takers including information on ethnic group, language dominance, and gender.
- aggregated average ACT/SAT performance of students based on their indicated choice of post-secondary programs.
- an analysis for each secondary school and local education agency which shows the pattern of scores relative to the programs offered over the past five years.

Alaska State Department of Education SAT/ACT Utilization Survey

Respondents (N) = 48

Please return the completed survey to Alaska Educational Resources, 4810 Carousel, Anchorage AK, 99515. Attach examples of ACT/SAT reports prepared for LEAs.

1. What information does the State Department of Information receive on college admissions tests? (Check all that apply)

N	%		N	%	
32	66	ACT National Report	44	91	SAT National Report
33	68	ACT State Report	43	89	SAT State Report
4	9	ACT Report by LEA	3	6	SAT Report by LEA
4	9	ACT Report by School	4	9	SAT Report by School
2	4	ACT data by student	2	4	SAT data by student
7	14	ACT data tapes/discs	11	22	SAT data tapes/discs
10	20	ACT special reports	8	16	SAT special reports

2. Do you report State Average ACT/SAT scores? (Check all that apply.)

N	%		N	%	
39	81	Yes, to the public	35	72	Yes, to the legislature
21	43	Yes, to LEAs	9	17	Yes, to press
25	51	Yes, Other			
6	13	No, the State Department of Education does not include ACT/SAT scores in reports.			

3. Do you report LEA Average ACT/SAT scores? (Check all that apply.)

N	%		N	%	
9	19	Yes, to the public	8	17	Yes, to the legislature
10	21	Yes, to LEAs	4	8	Yes, to press
6	13	Yes, Other			
30	63	No, the State Department of Education does not include ACT/SAT scores in any reports.			

4. Do you make formal use of ACT/SAT test information in State Department of Education planning or program development? No 34 71% Yes 10 21%

If yes, what use do you make of ACT/SAT test information in State Department of Education Planning?

5. Do you use ACT/SAT performance information in any efforts to improve instruction in your state?

	N	%		N	%	
-at the state level?	34	71%	No	11	23%	Yes
-at the LEA level?	28	58%	No	12	25%	Yes
-at the individual school?	30	63%	No	8	17%	Yes

If any of the above are yes, how is ACT/SAT performance information been used by the State Department of Education to improve instruction?

What has been the effect of the effort to use ACT/SAT information to improve instruction?

6. Does your state require that schools and local education agencies set goals and/or report on performance each year?

N	%		N	%	
16	33%	No	31	65%	Yes

Do local education agencies generally report? (Please check)

	N	%
-average grades in specific courses	3	6%
-student attitude/climate	6	13%
-staff absences	9	19%
-age in grade distributions	10	20%
-staff turnover	13	27%
-community demographics	19	39%
-results of LEA CRT tests	19	39%
-students in advanced programs	25	52%
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-results of NRT performance	30	62%
-attendance rates	32	66%
-graduation rates	35	72%
-results of state assessment tests	38	81%
-dropout rates	39	82%

Please enclose examples of any reports which make use of ACT/SAT scores which are directed toward the improvement of local education agency or local school performance.

Reports were enclosed by 29 or 62% of the respondents.

**Alaska State Department of Education
National College Entry Examination Utilization Survey**

States Reporting Use of College Entry Examinations Other Than ACT or SAT

<u>State</u>	<u>Other Exam Used</u>
Alabama	No
Arizona	No
California	No
Connecticut	No
Delaware	No
Florida	No
Georgia	No
Hawaii	No
Idaho	No
Illinois	No
Indiana	No
Iowa	No
Kansas	No
Kentucky	No
Louisiana	No
Maine	No
Maryland	No
Massachusetts	No
Michigan	No
Minnesota	No
Mississippi	No
Missouri	No
Montana	No
Nebraska	No
Nebraska	No
Nevada	No
New Hampshire	No
New Jersey	No
New Mexico	No
New York	No
North Carolina	No
North Dakota	No
Ohio	No
Oklahoma	No
Oregon	No

**Alaska State Department of Education
National College Entry Examination Utilization Survey**

**States Reporting Use of College Entry Examinations Other Than
ACT or SAT**

<u>State</u>	<u>Other Exam Used</u>
Pennsylvania	No
Puerto Rico	No
Rhode Island	No
South Carolina	No
South Dakota	No
Tennessee	No
Texas	No
Utah	No
Virginia	No
Washington	Washington Pre-College Test
West Virginia	No
Wisconsin	No
Wyoming	No

**Alaska State Department of Education
National College Entry Examination Utilization Study**

States Reporting Use of ACT or SAT Special Reports

State	Special Reports
California	A data file including all students is requested for performance and questionnaire data for California public schools.
Florida	SAT and ACT Individual student report tapes are provided. Florida prepares any needed special reports.
Illinois	Illinois requests specific information for analysis on magnetic tape. Illinois prepares any needed special reports.
Maryland	Maryland has considered use of LEA and school level data on magnetic tapes but is not now using special reports.
Michigan	Michigan orders ACT composite summaries by school for 5 year period and special reports of ethnic performance.
Minnesota	Minnesota Higher Education Coordinating Board has a 5 year contract for special reports for the Post-High School Planning Program.
Montana	Rocky Mountain Region of ACT prepares summary reports for about 50 Montana high school counselors.
Nebraska	ACT provides reports of Nebraska student performance relative to the core curriculum.
Nevada	ACT and SAT state reports provide additional student demographic data for analysis by the state.
New York	Special reports are prepared for the New York Scholarship Competitions by both ACT and SAT.
Ohio	Ohio orders ACT Collegiate success profiles for all secondary schools.

**Alaska State Department of Education
National College Entry Examination Utilization Study**

States Reporting Use of ACT or SAT Special Reports

<u>State</u>	<u>Special Reports</u>
Rhode Island	Reports provide average performance by LEA. Students in advanced programs of study are reported.
South Carolina	South Carolina uses SAT prepared data tapes to prepare any needed reports for LEAs as well as the state.
Texas	Receives ACT and SAT data by student with no student identification to allow the production of reports by school.
Utah	Utah does its own special analysis using ACT supplied data tapes.
Wisconsin	A College Readiness Study and other research reports are ordered as needed.

**Alaska State Department of Education
National College Entry Examination Utilization Study
States Reporting ACT or SAT Reports to Other Publics**

<u>State</u>	<u>Special Report</u>
Connecticut	Connecticut proposes reporting LEA college entry scores in the 1992 school profile.
Florida	Florida requests that individuals seeking school information get it from L.E.A.'s.
Idaho	A report of Idaho college bound performance is prepared for various publics.
Kansas	Reports of performance are provided upon request.
Kentucky	South Dakota LEAs are required to report ACT/SAT scores to their communities.
Maryland	Reports are provided to those who ask for information.
Massachusetts	Massachusetts makes SAT prepared reports available. Local reports are not prepared. SAT reports are available from LEAs if they choose to make them public.
Michigan	Local school scores are available upon request.
Missouri	Average scores are reported as part of the annual Report of the Public Schools of Missouri.
New York	Reports are provided to anyone as requested.
Oklahoma	Composite scores are reported.
South Dakota	South Dakota LEAs will be required to report on a "School Report Card" in 1992.
Tennessee	Tennessee provides reports to any who request them.

**Alaska State Department of Education
National College Entry Examination Utilization Study**

States Reporting ACT or SAT Reports to Other Publics

<u>State</u>	<u>Special Report</u>
Texas	Reports are made to all LEAs with more than five students tested so as to protect the confidentiality of individual student scores. Reports are also prepared for state professional organizations.
Washington	Performance reports are provided to all who request them.
Wisconsin	WESTAT report to U.S. Department of Education.

**Alaska State Department of Education
National College Entry Examination Utilization Study**

Use of ACT/SAT Test Information For Planning

<u>State</u>	<u>Comments</u>
Florida	Number of test takers in the top score ranges are examined by District and state. State indicator reports are prepared.
Hawaii	Test information is used to identify curriculum needs in math and English. Test information is used to target monies for staff development or enriching student experiences.
Illinois	SAT/ACT is not currently used in planning at the State level in Illinois.
Kentucky	ACT/SAT information is used in the identification of instructional strengths and weaknesses. Curriculum needs are identified with the understanding that participation in either test is purely voluntary.
Louisiana	ACT scores are used with the annual Progress Profiles Report. ACT aggregated scores are scheduled to be employed with validating the Louisiana High School Exit Exam.
Maryland	Average scores are used as a barometer of school performance.
Minnesota	Scores are used in the Minnesota Post-High School Planning Program.
Missouri	Review results regularly to see if they are improving on the assumption that the success rate of students in college will improve as SAT and ACT performance improve.
Nebraska	Not much use is made of college admissions tests scores for planning.

**Alaska State Department of Education
National College Entry Examination Utilization Study**

Use of ACT/SAT Test Information For Planning

<u>State</u>	<u>Comments</u>
Oklahoma	LEAs are compared on ACTs and SATs as one indicator of performance.
Rhode Island	Monitor for trends. Examine for policy implications.
South Carolina	State department of Education trains teachers on how to help students prepare for SAT. State supports Task Force on SAT performance - 10 year goals.
Tennessee	Tennessee has the goal of increasing student's ACT scores above the national average. The goal of increasing ACT scores is included in CERA goals and the State Board of Education Master Plan.
Utah	Used in setting goals and identifying areas of need on a statewide basis.
Virginia	You do not want to use SATs for school improvement. Even national efforts for such use are being rejected.
West Virginia	Only informal use of ACT and SAT information is made in school improvement efforts.
Wisconsin	College entrance scores are used to target special populations for support. ACT scores are used as an index of overall school performance within the context of the Wisconsin Standards for Educational Excellence.

**Alaska State Department of Education
National College Entry Examination Utilization Study
Use of SAT/ACT Performance Information To Improve
Instruction**

<u>State</u>	<u>Comments</u>
California	College performance testing helps set targets for student improvement in LEAs.
Florida	Districts may use ACT/SAT information for goal setting.
Hawaii	School performance information is used to target specific areas such as language arts. Implementation of improvement plans is at the LEAs and schools' discretion.
Kentucky	Areas that need attention are identified for staff development.
Maine	Scores are used for informal planning. Individual schools are expected to use scores in their planning.
Maryland	ACT/SAT score information is probably used by LEAs and schools.
Michigan	College entrance scores are used as an outcome indicator of school performance for the public.
New Mexico	Two New Mexico programs provide recognition to scholars through letters and scholarships based on performance.
North Carolina	College entry examination results are used to focus on the need for more higher order thinking skill instruction. Agency wide efforts are being made to improve higher order thinking skills.
North Dakota	College entry performance is reviewed in school improvement meetings. Results are related to local curriculum practices.

**Alaska State Department of Education
National College Entry Examination Utilization Study**

**Use of SAT/ACT Performance Information To Improve
Instruction**

<u>State</u>	<u>Comments</u>
Ohio	ACT College Success Profile allows school personnel to evaluate how students having different high school course taking patterns, grades, and test scores performed during their first year of college.
Oklahoma	College bound senior performance is used as an indicator of strength and weakness in state programming.
Pennsylvania	Pennsylvania state grants are awarded to schools and LEAs based on improved SAT scores.
South Carolina	In-services for schools and school districts are prepared to improve college entrance exam performance. Preparation materials distributed for student use. PSAT Summary reports are provided to all schools.
Tennessee	Tennessee is currently exploring the feasibility of using the P-ACT+ in a study of value added assessment.
Texas	At the state level the 1988-89 Comprehensive Research Report included recommendations to better prepare students for college. At the LEA and individual school level, annual performance reports beginning in the fall of 1991 will provide performance targets.
Utah	Utah has focused especially on Mathematics at the secondary level. This is largely a result of ACT information on performance showing a weakness in math.
Wisconsin	The College Readiness Study Report examines student performance and preparation. This is reported to individual schools and school districts.

**Alaska State Department of Education
National College Entry Examination Utilization Study**

Effects of Efforts to Use ACT/SAT Information

<u>State</u>	<u>Comments</u>
California	The percentage of students taking college entrance tests has increased. There is a higher percentage of minority representation on the SAT.
Hawaii	Some schools have increased performance levels. The state will attempt to systematize use of ACT/SAT data in the near future.
Kentucky	Since participation in ACT and SAT is voluntary, use of the data is somewhat limited. Larger school districts make more use of data than smaller districts which may not get district reports.
Michigan	Reporting college entrance scores has not had much effect on improving high school instruction.
New Mexico	Effect of reporting and encouraging scholarship on college entry tests is not known.
North Dakota	In some cases performance has improved, but no systematic study has been done of effects.
Ohio	Survey data suggest that ACT College Success Profiles have been useful to school personnel. Statewide ACT average scores have remained relatively constant.
Pennsylvania	State grants and encouragement have resulted in small increases in the numbers of test takers.
South Carolina	Students and school staff members are positive about training and materials. Other states have copied South Carolina's program of SAT preparation. SAT performance has improved.

**Alaska State Department of Education
National College Entry Examination Utilization Study**

Effects of Efforts to Use ACT/SAT Information

State	Comments
Texas	No evaluation of the effect of the state level effort to improve performance through the state research report has been done. For the efforts that may occur as a result of the Fall 1991 performance reports, it is too soon to tell.
Utah	Increased emphasis in selecting math teachers at high school level; additional promotion of appropriate math courses.
Wisconsin	College Readiness Study was started in 1990. It is too soon to draw conclusions about effects.

**Alaska State Department of Education
National College Entry Examination Utilization Study**

Type of Reports Accompanying Surveys

State	State Reports
Arizona	Arizona Department of Education News Release on ACT performance. Wall Chart Summary Indicators Report. Additional LEA performance reporting is planned for 1992.
California	School improvement and accountability act requires reporting of student achievement in California schools. School performance reports examine CAP Achievement, college bound performance, dropouts, and curriculum. Individual school growth is examined relative to school goals.
Delaware	Annual report of educational statistics reports 5 year average SAT Math and Reading performance. Annual reports comparing Delaware college bound seniors to national statistics. Annual state school profile reports on for each Delaware high school include SAT scores.
Florida	The Florida State Department prepares a College Bound Seniors report describing student performance relative to the nation. The report examines minority performance and reports increases in minority participation in college testing.
Hawaii	News release provides an analysis of factors underlying SAT/ACT performance. The Hawaii State Department of Education prepares performance profiles for each school and LEA. State reports include LEA norm referenced and criterion referenced achievement test results
Idaho	Idaho Statewide Testing Program 1990. Performance Summary references ACT/SAT scores as supplemental student achievement data.

**Alaska State Department of Education
National College Entry Examination Utilization Study**

Type of Reports Accompanying Surveys

State	State Reports
Illinois	ACT scores are included in the school report cards which must be sent by each school to parents each year. State performance is made available to the public and news media through a press conference each year.
Kansas	Summary ACT and SAT data are prepared for Commissioner of Education and public.
Louisiana	Sample reports prepared by ACT for the State of Louisiana for 1987-88 were provided. Standard reports included ethnic and performance information.
Maine	Maine's Schools: 1990 includes a summary of performance of Maine college bound seniors over the past 10 years. Maine Report on College Bound Seniors reports SAT scores and demographics.
Maryland	SAT and AP information is part of Maryland Comprehensive Assessment Program. An annual comparison of Maryland the nation and nearby states is provided to public.
Michigan	Achievement Trends of Michigan students uses Michigan Educational Assessment Program test reports and ACT/SAT scores as program indicators. ACT/SAT scores are reported to provide national comparison data on college bound students. Correlation between high school program and college entrance test performance is reported.
Mississippi	ACT standard state report. Extracted ACT report information and enrollment information are provided to each secondary school and district to support local planning.

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Type of Reports Accompanying Surveys

State	State Reports
Missouri	Missouri schools undergo a classification review process on a 5 year basis. Performance classification includes a combination of state CRT results and any number of other indicators chosen by individual school.
Nevada	Nevada Statewide Results - 1990 provides an analysis of overall performance on the SAT and ACT examinations. Report shows historical and ethnic performance of Nevada seniors.
New Mexico	New Mexico Enhanced ACT and SAT Results: School Year 1989-90 includes college exam scores. The New Mexico Accountability report 1989-90 is an invitation for the public to assess the state education system. New Mexico Facts about Education are published in December and made available to the public.
North Carolina	North Carolina Scholastic Aptitude Test Results provides state and school system averages. Detailed analysis is provided by program and by student demographic characteristics. Report focuses on the strengths and weaknesses of students to encourage improvement by local schools.
North Dakota	North Dakota ACT Results reports the overall state performance. The aspiration levels of students are examined relative to ACT scores.
Ohio	ACT Collegiate Success Profile shows the after high school GPAs, ACT scores, and first year college GPAs relative to ACT prepared core course profile.
Oklahoma	Perspective: Oklahoma Education Indicators 1989 gives an overview of school performance. ACT results are examined over time and by student demographic characteristics.

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Type of Reports Accompanying Surveys

State	State Reports
Rhode Island	The Rhode Island Department of Education prepares a special report to the Governor on the SAT performance of students. Score declines are examined and a task force was proposed to review the high school curriculum. Increased analysis of NAPE mathematics data and promotion of standards for mathematics were proposed.
South Carolina	News release on state SAT performance calls for improved courses and student programs. SAT math improvement project sponsored by the State Department of Education suggests curriculum goals and provides materials to teachers.
South Dakota	Schools will be required to report information on test performance starting in September 1992 on a "School Report Card."
Tennessee	Tennessee prepares a brief report which summarizes SAT and ACT performance. The report compares Tennessee scores with those of the nation. Differences between past performance and national results are highlighted.
Texas	Comprehensive Research Report includes SAT/ACT achievement information with other indicators of performance for Texas schools. Starting in 1991 targets will be set by LEAs and performance will be monitored by the Texas Education Agency.
Utah	Utah provides a variety of reports which include information on ACT and SAT performance. These include an educational quality report as well as a report of overall Utah performance indicators.

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Type of Reports Accompanying Surveys

State	State Reports
Virginia	Much LEA information is reported to the Virginia Department of Education by local district but the data on individual schools is not released to the public. Report of the Class of 1990 give the SAT performance of 58% of Virginia high school graduates. The scores from 1968 to present reported.
Washington	The Scholastic Aptitude Test and Washington State Results report is prepared by the Washington Superintendent of Public Instruction. Performance trends on the SAT, the ACT and Washington Pre-College test are reported. Performance of high achieving Washington students is emphasized.
West Virginia	The West Virginia Report Card includes ACT and SAT information on each school and District. There is an emphasis placed on the number of students taking college entrance examinations. District staff participation is state school improvement training sessions which are directed to improve the performance of college bound students is encouraged.
Wisconsin	A state report card is under development and will include additional LEA performance data. The College Readiness Report emphasizes the degree of preparation of Wisconsin students for college.